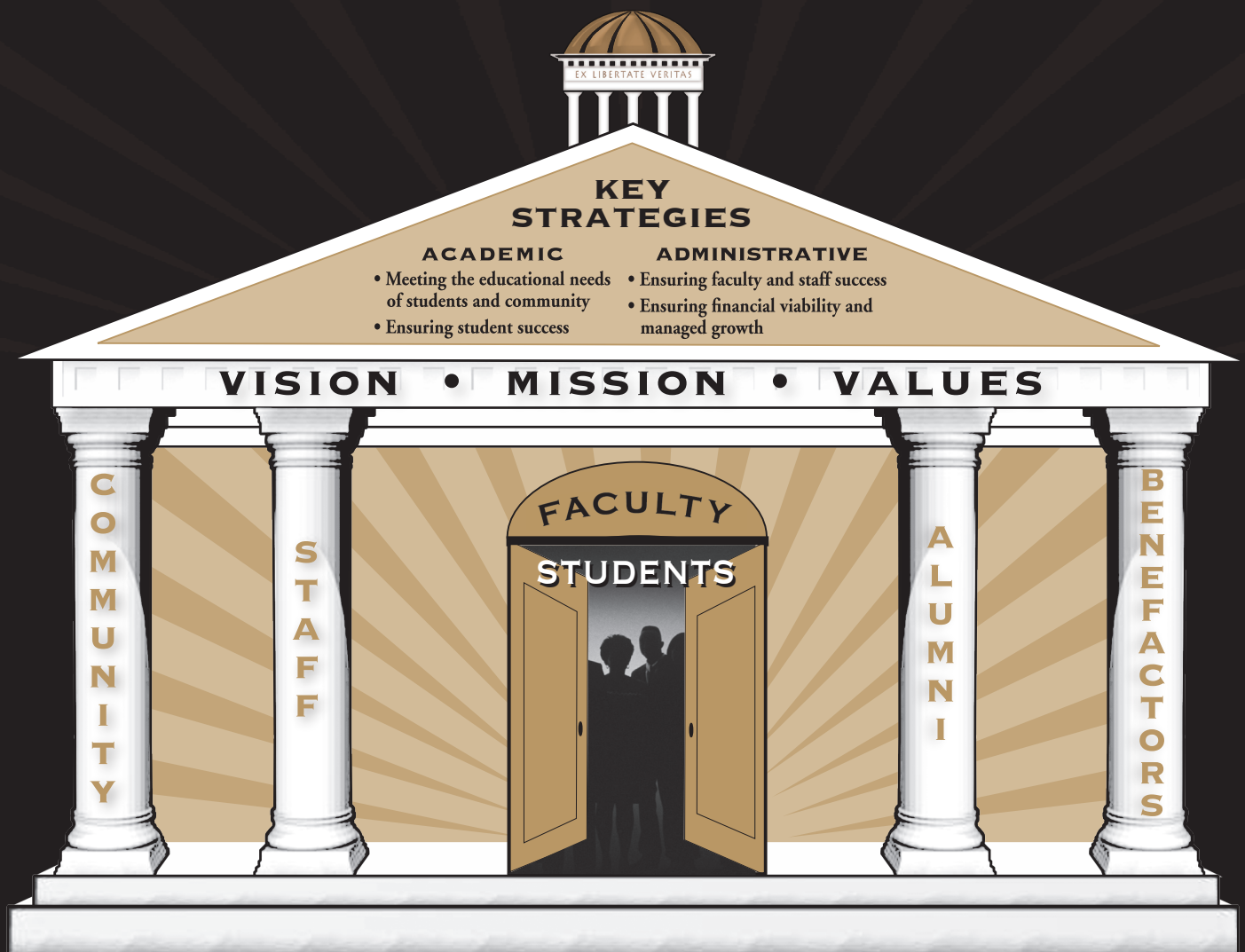


TRADITION, INTEGRITY, EXCELLENCE:

BUILDING A COMPREHENSIVE UNIVERSITY

COASTAL CAROLINA UNIVERSITY
2008-2013 STRATEGIC PLAN



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I. Introduction

When I became president of Coastal Carolina University in May 2007, I pledged to begin a process through which the campus community would work together to define its future as an institution modeled on the ideals of excellence and integrity, while appreciating the University's traditions. The focus of my inauguration speech on tradition, integrity, and excellence continues in Coastal Carolina University's 2008–2013 Strategic Plan, entitled "Tradition, Integrity, Excellence: Building a Comprehensive University." This strategic plan will enable Coastal Carolina University to realize its vision of becoming the public comprehensive university of choice in South Carolina. The plan's emphasis on meeting educational needs and ensuring success for students, faculty, and staff, while ensuring financial viability and managed growth will help us to focus our efforts and resources on desired outcomes and deliver the quality bachelor's and master's programs that are the hallmarks of an outstanding comprehensive university.

We started this process with a commitment to openness that included hundreds of students, faculty, staff, alumni, trustees and community members. Throughout the past year, we have made several significant steps to achieve openness. We have realistically and publicly assessed the University in a number of critical ways. We have identified peer and aspirant institutions and initiated the process of more effectively utilizing meaningful benchmarks to judge our position relative to peer, aspirant and competing institutions. We have revised our mission statement, revisited our University values statement, identified a limited number of key strategies, and worked collaboratively through task forces to articulate desired positions, goals and objectives on the respective strategies. We have also given considerable thought to the implementation of this strategic plan.

The process was guided by the work of a broad and representative Strategic Planning Steering Committee, whose charge was to chart a bold future for Coastal Carolina University. Through the strategic priorities identified by this committee, six task forces were created, bringing together expertise from inside and outside the University to identify the most important opportunities for improvement. The resulting comprehensive strategic plan is presented on the pages that follow.

I welcome your continued involvement and support in moving toward this vision for Coastal Carolina University, a place of proud tradition, integrity and excellence.

David A. DeCenzo
President



II. Institutional History



Founded by Local Citizens to Serve the Region

On the evening of July 23, 1954, a group of citizens met in the Horry County Memorial Library to discuss a daring proposal - the creation of a local college. The group soon became a non-profit organization, the Coastal Educational Foundation, Inc.

Evolving from Collaborative Dependency to Independence

Coastal Carolina Junior College opened on September 20, 1954, as a branch of the College of Charleston. In 1958, Coastal Carolina Junior College became independent when the College of Charleston discontinued its extension program. Horry County voters approved a referendum which raised taxes by three mills to provide funding for the college. In 1959, the South Carolina General Assembly created the Horry County Higher Education Commission, a government regulatory agency to oversee use of Coastal Carolina Junior College's county tax money. In 1960, the Horry County Higher Education Commission signed a contract that established a regional campus of the University of South Carolina, to be known as USC Coastal Carolina College, effective in fall 1960. In 1961, members of the Horry County Higher Education Commission and Coastal Educational Foundation, Inc., agreed that USC Coastal Carolina College needed a campus site and selected the present site of the University, most of which was donated by Burroughs Timber Company and International Paper Company. In 1973, USC Coastal Carolina College added a junior year, and in 1974, a fourth year was added, with the first bachelor's degree awarded in 1975. In 1981, Wheelwright Auditorium was dedicated as the first center for the performing arts in northeast South Carolina. In 1987, on-campus residence halls were opened, and by 1989 enrollment topped 4,000 students, with 175 full-time faculty. In 1993, the South Carolina General Assembly passed legislation establishing Coastal Carolina University as an independent, public institution, effective on July 1, 1993. Ronald R. Ingle was named the University's first president, the Wall College of Business building was completed, and Coastal Carolina University began to offer its first graduate programs in education in 1993.

Expanding Infrastructure to Serve a Growing Population

In 1994, the Eldred E. Prince Building, funded by the Horry County Higher Education Commission, was completed and dedicated. New projects included plans for a humanities building, residence hall/dining facility, athletic administration complex, printing services facility, and renovations to existing buildings. In 1996, a new 400-bed residence hall and dining facility was completed for fall 1996 occupancy, the number of students who lived in campus residence halls reached 1,000, and President Ingle unveiled a \$68 million campus master plan to guide development of the University until 2004. In 1997, the Board of Trustees adopted "A Journey of Excellence," a plan to guide the University into the next century, and the South Carolina General Assembly approved \$11.7 million for the new Humanities and Fine Arts Building. In 1998 a \$2 million campaign to upgrade the R. Cathcart Smith Science Center was announced.

Increasing Recognition of Coastal Carolina University's Quality Academics and Athletics

By 1998, the University had grown to offer baccalaureate degree programs and emphases in 36 fields of study through its four academic schools, six graduate programs in education, and seven cooperative programs with other South Carolina universities. Recognition grew as the E. Craig Wall Sr. School of Business Administration gained accreditation by the American Assembly of Collegiate Schools of Business (AACSB). In 1999, Nobel Laureate Archbishop Desmond Tutu visited the campus as part of the Kimbel Distinguished Lecturer Series; the School of Education gained accreditation by the National Council for Accreditation of Teacher Education (NCATE); and the Board of Trustees approved the sale of revenue bonds to begin construction of a 350-bed residence hall, expansion of the dining facility, and University Hall. In addition, the decision was made to add football to the intercollegiate mix in 2003, bringing the total to 17 NCAA Division I intercollegiate programs. In 2000, to reflect the growth of academic programs and the maturity of the institution, the four academic schools of the University were renamed colleges. The College of Humanities and Fine Arts was named for Thomas W. and Robin W. Edwards. A statewide awareness campaign bolstered the University's visibility. The University endowment topped \$12 million, reflecting a more than 300 percent increase since 1993, with the total number of donors increased by 17 percent over the previous year.

Growing in Enrollment and Quality Programs

In 2001, University enrollment had increased to almost 5,000 students from 47 states and 50 countries, and the average SAT for entering freshmen topped the national average. New degree programs were approved for Middle Grades Education, Music, Philosophy, Spanish, and Special Education. A major construction boom was highlighted by the opening and formal dedication of the Thomas W. and Robin W. Edwards College of Humanities and Fine Arts, the largest building on campus. A \$1.8 million gift from the estate of Rebecca Randall Bryan marked the largest single cash gift in the University's history. In 2002, student enrollment grew to 5,800. A baccalaureate degree program was offered in Management-International Tourism. At the same time, state appropriations fell to approximately 23 percent of the total current funds, and tuition and fees grew to represent nearly half of the university's \$63 million operating budget. By 2003, Coastal Carolina University offered six master's degree programs in education, instructional technology, and coastal marine and wetland studies. The University's many international partnerships made it possible for students to study in places such as Australia, Costa Rica, England, Ecuador, Germany, India, Ireland, Japan, Kenya, Russia, and Spain. On September 6, 2003, more than 8,000 fans packed Brooks Stadium for the inaugural game for the Chanticleer NCAA I-AA football squad. By 2004, Coastal Carolina University offered baccalaureate degree programs and emphases in 38 major fields of study and 36 undergraduate minors, including a new bachelor's degree in Economics.

Extending the Campus Physically and Programmatically

By 2004 the University served students and the community with a new location, the Waccamaw Higher Education Center in Litchfield, and sites in Georgetown and Myrtle Beach, and by 2005, Coastal Carolina University had a record enrollment of 7,613 students. To accommodate the growth, the University continued to extend its physical presence to the East Campus, located in the Atlantic Center on Highway 501, and the campus comprised 52 main buildings on 302 acres. The long-awaited Master of Business Administration degree gained approval, and the Wall College of Business began accepting MBA students for fall 2006. New baccalaureate degree programs were approved in Communication and in Recreation and Sport Management. The 50th Anniversary Initiatives campaign raised \$3 million over its \$10 million goal, reflecting growing community support for the University. For a conference-record seventh time, the University captured the Sasser Cup for athletic program success. President Ronald R. Ingle announced his retirement for June 2007, and the Board of Trustees began planning the search for the University's second president. By 2006, the University's operating budget grew to \$110 million, 12 percent of which came from state appropriations.

Organizational Transitions - Dawning of a New Tomorrow



Inauguration of David A. DeCenzo (left), second president of Coastal Carolina University

David A. DeCenzo took office as the second president of Coastal Carolina University on May 7, 2007. At the same time, many new administrators, including Provost Robert Sheehan, and deans for two of the four colleges, joined the University, bringing leadership and expertise from outside the region to Coastal Carolina University. President DeCenzo appointed a Strategic Planning Steering Committee composed of internal and external university stakeholders to examine and refine the University's mission, establish priorities, and link strategic direction to budgeting and assessment, and he initiated a comprehensive risk management program. The total number of alumni since 1993 reached 10,129, and a record fall enrollment of approximately 7,800 students included a freshman class of more than 1,600 students. The annual economic impact of the university topped \$250 million. By early 2008, Coastal Carolina University had become the fourth largest public university in South Carolina, with undergraduate students enrolled in degree programs and emphases in 40 major fields of study and in 37 undergraduate minors, and graduate students enrolled in one of six master's programs. The University announced a new ROTC program and Exercise and Sport Science major. The Wall College of Business was reaccredited by AACSB International and selected for inclusion in the 2009 edition of the Best Business Schools, published by the Princeton Review and Random House. The University has regularly hosted multiple cultural events open to the campus and surrounding community that highlight student and faculty talent as well as that of visiting notable performers and speakers from around the world. The intercollegiate Athletics program has delivered 61 NCAA Championship appearances and won 74 conference championships since 1989. The University marked its largest grant to date: \$2.3 million from the National Science Foundation to establish a program that partners Coastal Carolina University graduate students with Horry County K-12 teachers in coastal science research; the NSF grant is part of a continuing tradition of grants the University has received that have special emphases on excellence in undergraduate and K-12 science and math research and education. In its support and leadership of Coastal Carolina University, the Board of Trustees has modified its structure to include more frequent meetings and improved communication between the Board, University President DeCenzo and his Executive Committee. President DeCenzo is clear in his vision to move Coastal Carolina University from the fourth largest public university in the state of South Carolina to become the public comprehensive university¹ of choice for South Carolina. His initiation of the strategic planning was intended to chart that course in an inclusive manner.

¹ A comprehensive university is one in which there is a mix of baccalaureate undergraduate degree programs and master's programs.



III. Focus of the Strategic Plan

In Summer 2007, President DeCenzo appointed Darla Domke-Damonte² to serve as Coordinator of Strategic Planning and to work with Executive Vice President Edgar Dyer on the strategic planning initiative. The first of these steps was to develop the process by which the planning would evolve. President DeCenzo, Executive Vice President Dyer, and Board of Trustees Chairman William Alford were unwavering in their commitment to “broaden the tent” and “raise the flaps of the tent” to make the strategic planning process more open, transparent, and inclusive. The principal focus was to reevaluate the institutional priorities through this process and through the perspectives and viewpoints of all university stakeholders, and to link more explicitly a limited number of institutional priorities to budgeting and assessment in an effort to generate continuous improvement (*See Figure 1 below*).

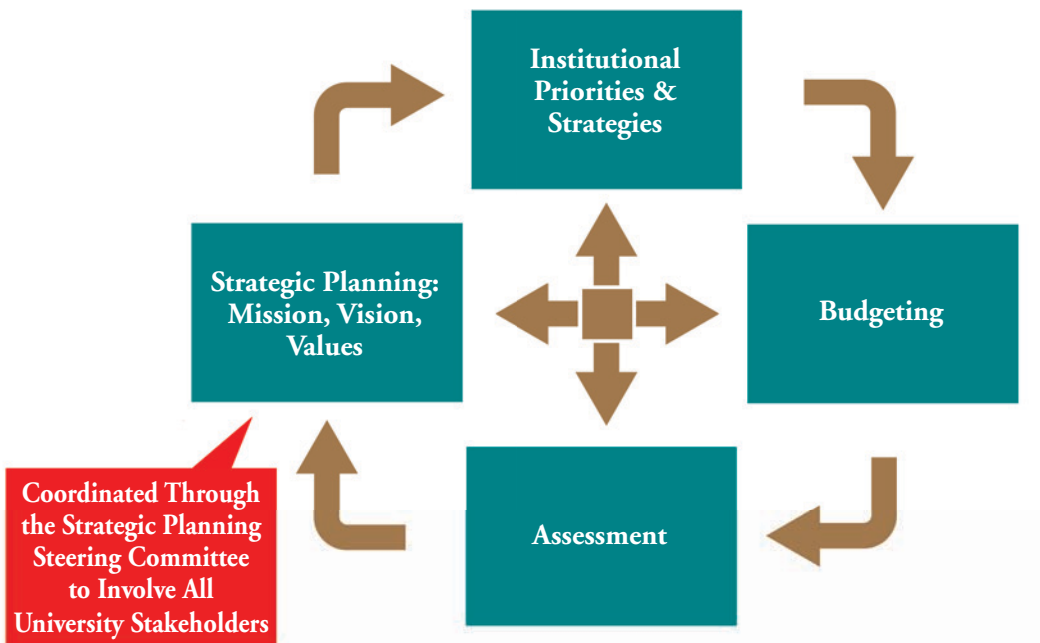


Figure 1. Desired Relationship of Strategic Planning to Institutional Processes

² Darla Domke-Damonte is Associate Professor of Management in the E. Craig Wall Sr. College of Business Administration. She holds her Ph.D. in Strategic Management from Florida State University.

The process through which this strategic plan was produced is described in Section V of this document. A symbolic summary of the implicit understandings that evolved through that process is shown in Figure 2. As the figure shows, Coastal Carolina University places students at the center of its purpose and the faculty as the doorway through which students are empowered and enabled to reach their educational goals, thus supporting the primacy of a student-centered environment³ and reinforcing the appropriateness of a teacher-scholar model to the University mission.⁴ Faculty and students are supported in their teaching, learning, research, and service needs by staff, community, alumni, and benefactors. Effective interaction among these critical stakeholder groups is realized through a firm commitment to the vision, mission, and values of the institution. The key strategies arise from these commitments, and through the implementation of these strategies, the University will deliver on its vision to become the comprehensive university of choice in South Carolina. Consistent with the architectural style of the campus, the placement of these relationships symbolizes the importance of tradition as the University enacts its strategic plan.

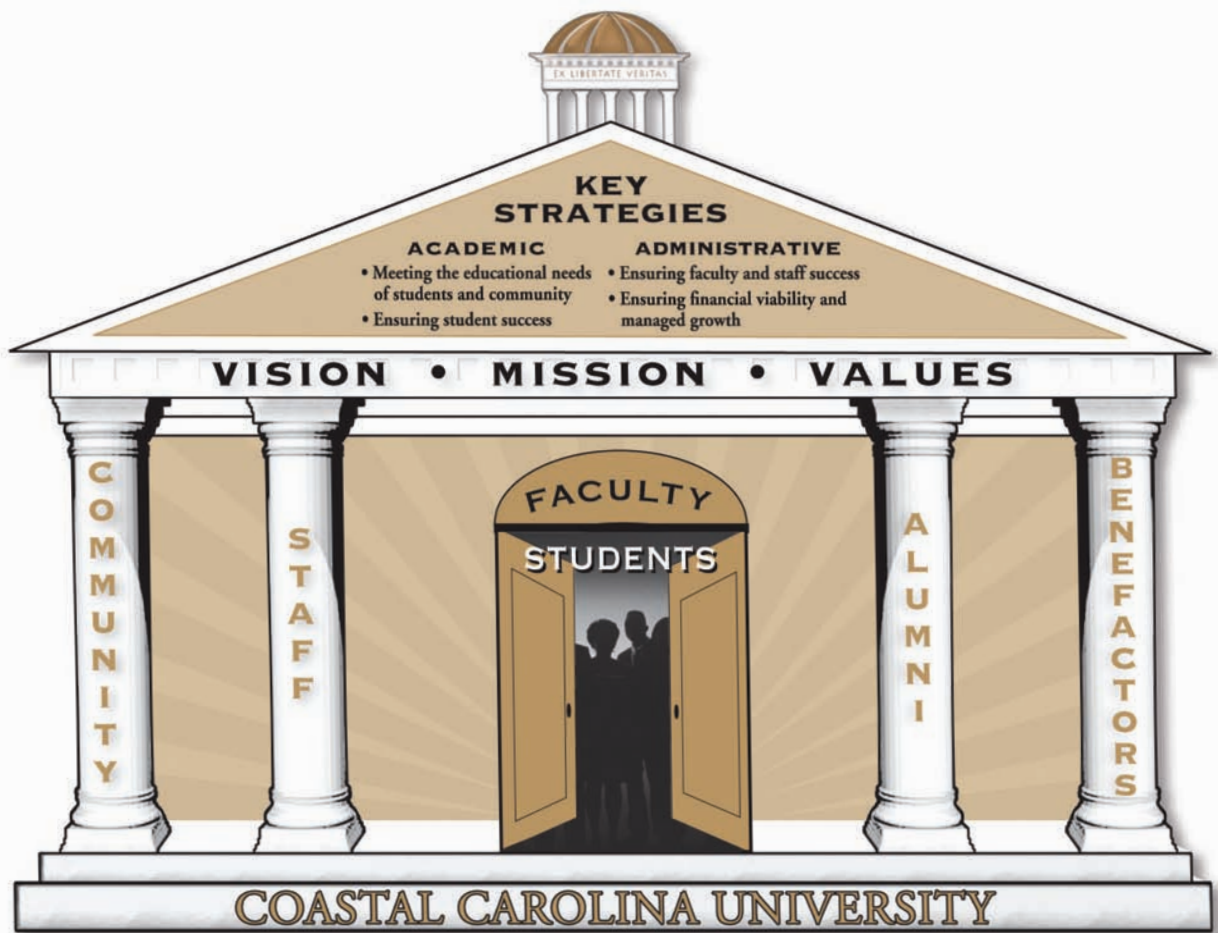


Figure 2. Fitting Strategies to the Vision, Mission, and Values of Coastal Carolina University

³ A “student-centered” environment is a setting in which there is a focus on both the learner and the learning and in which students are actively engaged in the process of discovery and learning (McCombs, B. & Whistler, J.S. (1997). *The Learner-Centered Classroom and School: Strategies for Increasing Student Motivation and Achievement*. San Francisco: Jossey-Bass Publishers, p. 9.)

⁴ The teacher-scholar model referenced is based on the work of Boyer (1990), who argued that scholarship exists in all areas of academic work, and who specified four related areas of scholarship: scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching. (Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.)

IV. Strategic Plan: 2008-2013

A. Vision 2017

In his inauguration speech, Coastal Carolina University's President David DeCenzo called for the University to become the "public comprehensive university of choice in South Carolina."

B. Mission Statement

Original approved by the Coastal Carolina University

Board of Trustees on April 18, 1997

Update adopted by the Coastal Carolina University

Board of Trustees on December 14, 2007

Coastal Carolina University is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. To deliver on this commitment, Coastal Carolina recruits highly qualified and motivated students, faculty, and staff from the region, state, nation, and world to create a diverse and dynamic student-centered learning environment.



Because Coastal Carolina embraces the teacher-scholar model, it places primary emphasis on high quality teaching and engaged learning, and it supports faculty research, creative activities, and expert collaboration in the community, state, nation, and world. This focus enables faculty and staff to mentor students in collaborative research, creative opportunities, and internships. To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to Coastal Carolina.

Inspired by its founding in 1954 to serve the educational needs of the immediate area, Coastal Carolina has grown with the region to become a mid-sized regional comprehensive university with a tradition of a strong liberal arts core. As such, Coastal Carolina commits its resources to maintaining a population of 8,000 – 12,000 students by building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services. Coastal Carolina fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.

As Coastal Carolina executes this mission, it recognizes its responsibility to be a role model to the community and to the professions by assuring fair and honest treatment of people with whom it interacts and sustainable stewardship of resources entrusted to it, adopting the highest standards of integrity and accountability, and committing itself to excellence through continuous self-improvement.

C. Values Statement

As a student-centered learning community in which students, faculty and staff embrace education as a lifelong pursuit and act responsibly to preserve the natural environment, Coastal Carolina University embraces the following values:



TRUTH	Coastal Carolina University values truth and the freedom to express the truth, in keeping with the motto Ex Libertate Veritas -- from freedom, truth.
RESPECT	Coastal Carolina University appreciates diversity and values civility and fairness toward individuals, cultures, ideas, and resources.
INTEGRITY	Coastal Carolina University values a commitment to the highest ethical standards.
EXCELLENCE	Coastal Carolina University values distinction in all its endeavors.

D. Key Institutional Strategies for 2008-2013

Coastal Carolina University's focus is to clearly differentiate itself from among the various comprehensive higher education choices in South Carolina and to become known for providing excellent value and outstanding quality in the University's educational programming. To address this focus, Coastal Carolina University will enact the following key and supporting strategies over the next five years (*Figure 3*).



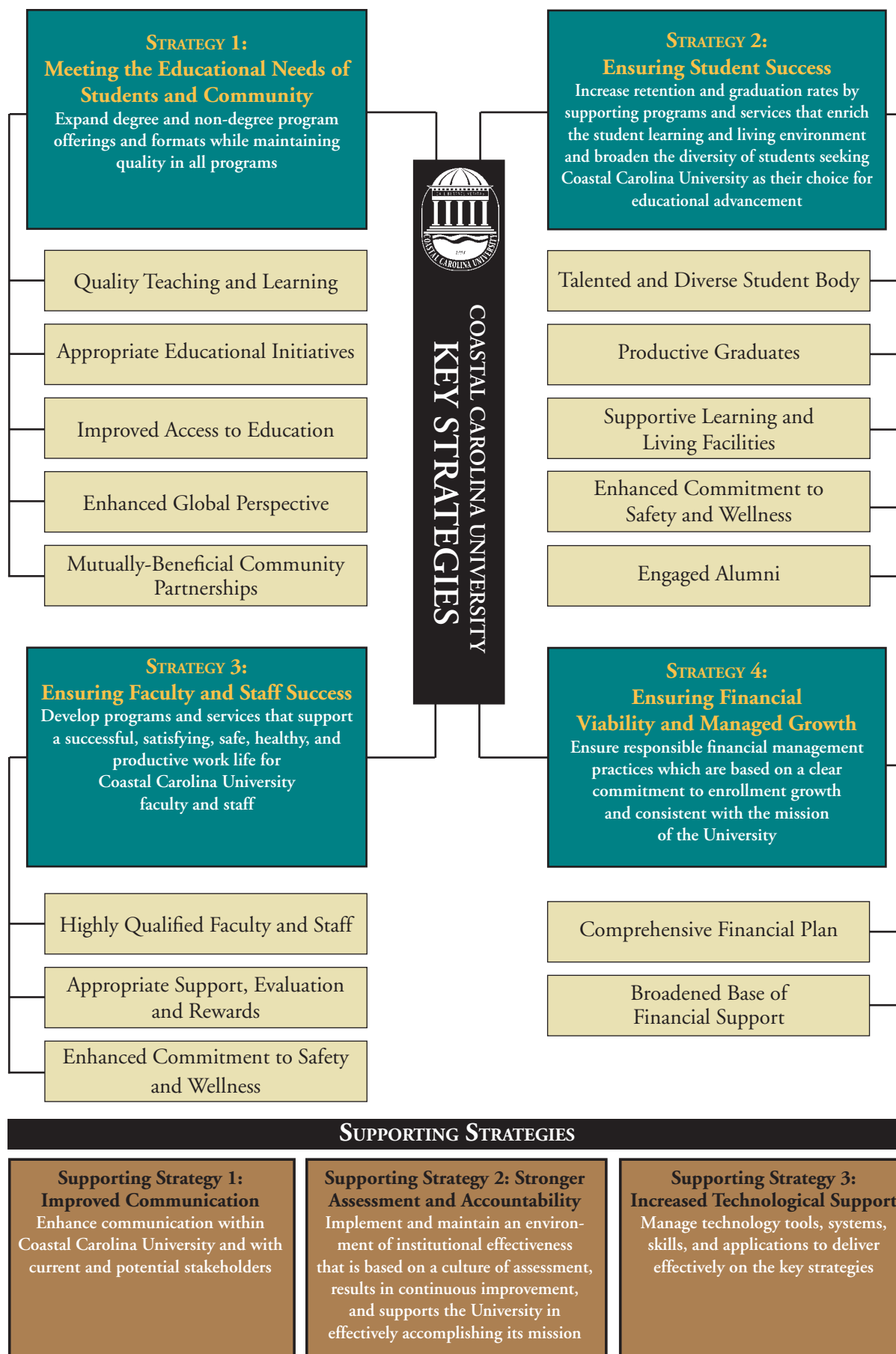


Figure 3. Summary of Key Strategies and Goals

E. Goals and Objectives to Support Each Strategy

Addressing these strategies will require a fundamental commitment to the values of Truth, Respect, Integrity, and Excellence and to Coastal Carolina University's focus on providing a student-centered environment dedicated to engendering lifelong learning while respecting the environment. The following goals and objectives will ensure clear focus by University stakeholders on reaching each strategy.

STRATEGY 1: Meeting the Educational Needs of Students and Community

Expand degree and non-degree program offerings and formats while maintaining quality in all programs

The educational needs of our students and community will be addressed through innovative, purposeful, and engaged approaches to teaching and learning that use resources, delivery systems, and partnerships for maximum benefits. Meeting these educational needs effectively will require quality teaching and learning, the availability of appropriate high quality educational initiatives, improved accessibility of education at Coastal Carolina University, a global perspective, and mutually-beneficial community partnerships. The following goals and objectives support this strategy:

Goal 1.1. Quality Teaching and Learning: Promote a student-centered campus environment that strengthens opportunities for exceptional teaching and learning in undergraduate and graduate programs

- Objective 1.1.1. Define and adopt best practices in teaching, student learning and academic program quality
- Objective 1.1.2. Evaluate on an annual basis the University Core Curriculum for quality learning and student accessibility
- Objective 1.1.3. Expand transitional programs, such as the First Year Experience, throughout the collegiate experience
- Objective 1.1.4. Expand faculty-student and staff-student mentorships
- Objective 1.1.5. Increase engagement of part-time faculty into campus learning environment
- Objective 1.1.6. Increase full-time faculty as a percentage of overall faculty
- Objective 1.1.7. Expand research activities and increase faculty scholarship to support learning



Goal 1.2. **Appropriate Educational Initiatives:** Promote high quality educational programs and services that are aligned with available resources to meet the needs of our constituencies

Objective 1.2.1. Increase academic majors, minors, specializations, and emphases at both undergraduate and graduate levels

Objective 1.2.2. Expand cooperative ventures with K-12 partners, Horry-Georgetown Technical College, and other technical or community colleges

Objective 1.2.3. Increase intergenerational learning opportunities for University students, faculty, and staff

Objective 1.2.4. Expand noncredit offerings and Lifelong Learning programs

Goal 1.3. **Improved Access to Education:** Enhance accessibility of education at Coastal Carolina University while maintaining quality standards

Objective 1.3.1. Increase the variety of course scheduling, formats, and degree programs

Objective 1.3.2. Expand programs and services to improve access to the University for minority students, disabled students, first-generation college students, adult students, and international students

Objective 1.3.3. Provide more merit-based and need-based aid for students

Objective 1.3.4. Expand mentoring, early college high school programs, and other PreK-16 / higher education initiatives

Objective 1.3.5. Support interdisciplinary cooperation in developing new academic programs at the undergraduate and graduate levels and for continuing education

Objective 1.3.6. Develop articulation programs to assure greater transfer-ability to bachelor degree attainment

Objective 1.3.7. Expand non-traditional approaches to grant credit for experiential learning, military training, and innovative degree completion programs



Goal 1.4. **Enhanced Global Perspective:** Create a campus culture that generates greater awareness of the global environment and promotes increased participation in and exposure to the world

Objective 1.4.1. Implement a coherent and coordinated global perspective strategy

Objective 1.4.2. Expand the number and diversity of short- and long-term international partnerships and programs

Objective 1.4.3. Increase the number and diversity of international students

Objective 1.4.4. Expand curricular offerings on campus that include global components

Goal 1.5. **Mutually-Beneficial Community Partnerships:** Enhance and expand connections between the community and University programs and services to support enrollment, academic, cultural, and athletic outcomes which further the mission of Coastal Carolina University

Objective 1.5.1. Increase community involvement in University programs and departments

Objective 1.5.2. Enhance the role of the University's Centers as bridges to community

Objective 1.5.3. Expand the Campus Sustainability Initiative to enable the University to serve as a role model to the community on sustainability

Objective 1.5.4. Increase interaction and opportunity for community-based student service learning/experiential learning through the development of an Office of Student Engagement

STRATEGY 2: Ensuring Student Success

Increase retention and graduation rates by supporting programs and services that enrich the student learning and living environment and broaden the diversity of students seeking Coastal Carolina University as their choice for educational advancement

Responding to the national and University-specific need to encourage more students not only to enroll, but to complete academic degree programs, the University has set strategic goals to assure a student-centered environment that addresses academic, safety, social, emotional, and physical health issues. Goals and objectives for student success are informed by approaches used at peer and aspirant institutions as well as at other relevant institutions, are based upon research from a variety of sources, and are assessed as a part of an overall institutional assessment plan. Coastal Carolina University will move to "best practices" in supporting a more holistic student-centered environment that retains and graduates students at levels at least equivalent to the University's peer and aspirant institutions. With a talented and diverse student body, productive graduates, supportive learning and living facilities, a commitment to safety and wellness, and engaged alumni, Coastal Carolina University will become the desired educational choice among the public comprehensive universities in South Carolina. The following goals and objectives support this strategy:

Goal 2.1. **Talented and Diverse Student Body:** Implement a comprehensive enrollment strategy to recruit and retain an academically talented and diverse student body

Objective 2.1.1. Attract and retain a more selective and diverse student body

Objective 2.1.2. Increase student retention programs and services

Goal 2.2. **Productive Graduates:** Graduate individuals who will be productive citizens

Objective 2.2.1. Increase the value of the University's educational experience by effectively integrating curricular and co-curricular experiences

- Objective 2.2.2. Expand experiential learning opportunities
- Objective 2.2.3. Increase student participation and leadership in University organizations, activities, and events
- Objective 2.2.4. Expand the success and reach of Coastal Carolina University's career placement opportunities for students and alumni
- Objective 2.2.5. Foster a community that values and supports personal integrity, civility, and respect for others

Goal 2.3. **Supportive Learning and Living Facilities:** Provide facilities and services that support a rich academic, residential, athletic, co-curricular, and sustainable environment in which students, faculty, and staff effectively interact

- Objective 2.3.1. Plan and execute new construction and renovations, and designate green spaces to support improved quality of campus life, learning, and scholarship with a continuing commitment to sustainability
- Objective 2.3.2. Increase usage of the campus transit system
- Objective 2.3.3. Determine the feasibility of a University child care center
- Objective 2.3.4. Expand and improve campus athletic facilities and complex to ensure quality student athletic experience and enhanced spectator appreciation
- Objective 2.3.5. Improve residence education programs and living-learning communities in university-sponsored housing

Goal 2.4. **Enhanced Commitment to Safety and Wellness:** Enhance the safety, health, and wellness of Coastal Carolina University students

- Objective 2.4.1. Monitor campus programs, technologies, and procedures to ensure campus security and student safety
- Objective 2.4.2. Increase student on-campus recreational opportunities
- Objective 2.4.3. Increase the integration of campus wellness efforts among Student Activities, Campus Recreation, and Athletics
- Objective 2.4.4. Ensure that all campus buildings and grounds are safe and accessible and meet legal codes

Goal 2.5. **Engaged Alumni:** Enhance communication and relationships between the University and alumni

- Objective 2.5.1. Improve the accuracy of the alumni database
- Objective 2.5.2. Establish additional alumni chapters
- Objective 2.5.3. Increase annual alumni giving
- Objective 2.5.4. Expand opportunities to engage alumni and alumni chapters in University events and activities both on- and off-campus





STRATEGY 3: Ensuring Faculty and Staff Success

Develop programs and services that support a successful, satisfying, safe, healthy, and productive work life for Coastal Carolina University faculty and staff

In an educational working environment which strives for continuous professional development, faculty and staff success depends upon programs and benefits that promote rewarding and satisfying work, a sense of cohesion and community within the University, safe and healthy working conditions, and personal well-being. As Coastal Carolina University commits to maintaining highly qualified faculty and staff, appropriate support, evaluation and rewards, and safety and wellness for its employees, the University will improve its ability to ensure faculty and staff success. The following goals and objectives support this strategy:

Goal 3.1. **Highly Qualified Faculty and Staff:** Recruit and retain highly qualified and diverse faculty and staff

Objective 3.1.1. Establish and maintain a competitive on-going salary and benefits structure for faculty and staff

Objective 3.1.2. Maintain suitable, effective and safe facilities and working conditions for faculty and staff

Goal 3.2. **Appropriate Support, Evaluation and Rewards:** Foster a culture of accountability among faculty and staff and especially among those in supervisory roles by ensuring appropriate support, evaluation, and rewards systems

Objective 3.2.1. Establish appropriate support and training systems that promote excellence for faculty and staff and those in supervisory roles

Objective 3.2.2. Improve faculty, staff, and supervisor evaluation processes to ensure accountability

Objective 3.2.3. Enhance formal and informal recognition and reward systems for faculty, staff, and supervisors

Goal 3.3. **Enhanced Commitment to Safety and Wellness:** Enhance the personal safety, health and wellness of University faculty and staff

- Objective 3.3.1. Monitor campus programs, technologies, and procedures to ensure campus security and employee safety
- Objective 3.3.2 Promote physical environments that meet state and national recommended standards for safety
- Objective 3.3.3. Foster a culture that encourages health and wellness among faculty and staff

STRATEGY 4: Ensuring Financial Viability and Managed Growth

Ensure responsible financial management practices which are based on a clear commitment to enrollment growth and consistent with the mission of the University

Through a collaborative decision making process, Coastal Carolina University will secure, sustain, and manage its resources in a manner that supports the University's mission. Managed growth requires establishing a balance between services and resources in a complex and dynamic environment. Fundamental to managed growth is a commitment to fiscal solvency over the long term, transparent accountability for resource management, and recognition of how external stakeholder groups can affect this balance. With a comprehensive financial plan and a broader base of financial support, the University will better manage growth and ensure financial viability. The following goals and objectives support this strategy:

Goal 4.1. **Comprehensive Financial Plan:** Develop, implement, and communicate a comprehensive financial plan that includes projections of tuition, state support, grant support, and philanthropy

Objective 4.1.1. Develop, implement, and communicate a 5-year rolling plan for growth management, fund reallocation, and cost savings - aligning budget, facilities, faculty, staff, students, athletics and other programs

Objective 4.1.2. Explore, where feasible, opportunities for cost-saving, and/or resource sharing with community partners in the execution of the University's mission

Goal 4.2. **Broadened Base of Financial Support:** Broaden the University's base of financial support

Objective 4.2.1. Increase coordination of all University-related fundraising

Objective 4.2.2. Launch a capital campaign

Objective 4.2.3. Establish innovative public and/or private partnerships to generate revenue streams

Objective 4.2.4. Increase grant-funded activities and programs

Objective 4.2.5. Enhance revenues generated through athletics

Objective 4.2.6. Enhance revenues generated through University-sponsored cultural events



SUPPORTING STRATEGIES:

Coastal Carolina University will also commit resources to three areas that support the successful implementation of the four main strategies. These supporting strategies call for the University to develop improved communication, stronger assessment and accountability, and increased technological support. The following goals and objectives will enable progress on these three supporting strategies:

SUPPORTING STRATEGY 1: Improved Communication *Enhance communication within Coastal Carolina University and with current and potential external stakeholders*

Effective coordination of the communication among all Coastal Carolina University stakeholders is critical to the effective implementation of this strategic plan. The cornerstone of that process is the University administration's commitment to effective communication through collaborative decision making such that common understandings are reached and a unified image is portrayed to all stakeholders. The following goals and objectives can deliver on this strategy:

Goal S1.1. **Communication Effectiveness:** Improve flow, efficiency, and effectiveness of communication throughout the University

- Objective S1.1.1 Identify areas for needed improvement in communication throughout the University through a comprehensive communication audit
- Objective S1.1.2. Develop and implement a best-practices approach to communication within the University
- Objective S1.1.3. Ensure that essential information is communicated in a timely manner to decision makers, unit heads, and other University stakeholders directly impacted by decisions.
- Objective S1.1.4. Improve cross-departmental knowledge of and collaboration in the delivery of programs and services to students, faculty, and staff
- Objective S1.1.5. Enhance the involvement of University stakeholders in University decision-making, program and service development, and service delivery

Goal S1.2. **Unified University Image:** Develop a comprehensive branding strategy and communication plan for Coastal Carolina University that enables effective communication and builds positive perceptions among key University audiences

- Objective S1.2.1. Enhance community and other stakeholder perceptions about Coastal Carolina University
- Objective S1.2.2. Implement a university-wide branding program



SUPPORTING STRATEGY 2: Stronger Assessment and Accountability
*Implement and maintain an environment of institutional effectiveness
that is based on a culture of assessment, results in continuous improvement,
and supports the University in effectively accomplishing its mission*

An institution based on truth, integrity, excellence and respect must have at the core of its strategic plan a fundamental commitment to accountability for its practices and processes. It is important to create a culture of assessment that is on-going and accepted as part of day-to-day life at Coastal Carolina University and that provides documented performance of its progress on professed strategies. The following goals and objectives deliver on this strategy:

Goal S2.1. **Culture of Assessment:** Create and maintain an environment of institutional effectiveness that is based on a culture of assessment, results in continuous improvement, and supports the University in effectively accomplishing its mission

- Objective S2.1.1. Annually evaluate the current state of the University as it relates to assessment, institutional effectiveness, and continuous improvement processes
- Objective S2.1.2. Integrate assessment planning and accountability with budgeting and employee performance management
- Objective S2.1.3. Facilitate continuous improvement by developing benchmarks based on comparative information from peer, aspirant, and other institutions
- Objective S2.1.4. Provide organizational administrative support and resources for assessment training at all levels across the institution
- Objective S2.1.5. Adhere to an annual reporting and decision-making cycle to “close the loop” between assessing progress and taking action for continuous improvement based on the assessment results

Goal S2.2. **Documented Performance:** Document and report relevant initiatives and performance outcomes that enable ongoing monitoring by campus members and outside stakeholders

- Objective S2.2.1. Use annual assessment reports to document how units are achieving the University mission, meeting strategic goals and exceeding external standards
- Objective S2.2.2. Develop indicators for internal and external stakeholders to monitor progress on implementation of university strategic and operational plans
- Objective S2.2.3. Implement integrative information technology systems to share data that facilitates informed decisions for continuous improvement
- Objective S2.2.4. Maintain external oversight and internal process improvement for risk management analysis



SUPPORTING STRATEGY 3: Increased Technological Support
*Manage technology tools, systems, skills, and applications to deliver
effectively on the key strategies*

Appropriate technological support provides not only enhanced ease of implementing and managing systems and processes, but also serves as a tool for increased student, faculty, and staff support. Coastal Carolina University must support, as appropriate, emerging technologies, improved learning through technology integration, and an improved Web presence. The following goals and objectives will deliver on this strategy:

Goal S3.1. **Emerging Technologies:** Acquire and implement emerging technology tools, skills, and applications, as appropriate, to support key strategies

- Objective S3.1.1. Monitor students' use of their preferred technologies for learning/teaching and keep pace with developing technologies
- Objective S3.1.2. Utilize appropriate tracking products to identify alumni, maintain connection, and share information about University success and needs
- Objective S3.1.3. Identify and invest in current technologies that aid discipline-specific activities for teaching and research
- Objective S3.1.4. Develop appropriate training and support programs for new and existing technologies and incorporate them into teaching, learning, research, services, and administration
- Objective S3.1.5. Ensure that modifiable, cutting-edge technology is incorporated into all new renovations and construction and that technology support staff is provided

Goal S3.2. **Improved Learning Through Technology Integration:** Increase integration of technologies into learning, teaching, and service environments

- Objective S3.2.1. Evaluate and infuse emerging technologies into curricular and co-curricular activities to assure student learning and effective support of faculty and staff
- Objective S3.2.2. Update existing technologies, systems, and facilities as needed
- Objective S3.2.3. Integrate appropriate technologies within the student support areas to increase timely processing and enable improved service delivery
- Objective S3.2.4. Improve technology-focused training opportunities for students, faculty, and staff
- Objective S3.2.5. Create a technology incubator for cutting-edge review and implementation of new technologies and applications throughout the University

Goal S3.3. **Improved Web Presence:** Improve Web-based interaction to assure maximum usability

- Objective S3.3.1. Ensure ease of use and heightened usefulness of University Web page
- Objective S3.3.2. Substantially reduce paper-based processing of routine paperwork through the integration of a document management system with online authorizations
- Objective S3.3.3. Develop Web-based dashboard system to update real-time key critical indicators and implement sharing system across campus platforms to enable seamless integration into reporting activities and budget tracking

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